Yalata Anangu School and Yalata Child Parent Centre

2020 annual report to the community

Yalata Anangu School Number: 999

Yalata Child Parent Centre Number: 1629

Partnership: Anangu Lands

	Signature
School principal:	Ms Sharon Diglio
Governing council chair:	John Mungee
Date of endorsement:	**31 March 2021**

Government of South Australia

Department for Education

Context and highlights for the combined site

Yalata Anangu School is an R-12 school with Playgroup and Preschool 200km west of Ceduna in Far West South Australia. It is part of the Anangu Lands Partnership which includes schools from the Anangu Pitjantjatjara Yankunytjatjara Lands. Yalata community, with a population of around 300, is approximately 1000km from Adelaide. The primary language spoken in community is Pitjantjatjara but English is spoken often. Transience is high among students but most children attend school when they are in community and there is a core group of strong attenders. Cultural and family obligations impact significantly on student numbers and attendance throughout the year. There is strong community support for the school with regular Governing Council meetings and a strong Anangu presence within the school. The school is supported by Community Elders, SAPOL, Tullawon Health Clinic and Land Council to ensure strong community presence and engagement when learning on country.

2020 has been a year that has presented many challenges both for the school and the community due to the inability to travel freely during COVID-19 restrictions. Learning on country is an integral part of the teaching program at YAS and this was revised in 2020 to reflect the needs of students, staff and community. We were able to take students on local excursions on country to access learning in our 2-Way Science program, visit the Whales at Head of the Bight, take our Senior Secondary and FLO students off site to trial their sand boards constructed on site as part of their learning program and facilitate secondary students gaining driving licences.

We were also able to provide support for the students and community during the lockdown periods and school holidays with innovative ways to connect through our school Facebook page, the SeeSaw app and connecting directly with families via messenger and phone.

2020 saw a change of leadership with the Principal leaving mid term 2. An acting Principal commenced week 5 Term 2 and returned in Term 3 and the Deputy Principal took on the Acting Principal role in Term 4. The vacancy has been filled and the 2020 acting Principal was appointed for a three year tenure from 2021. During term 3 & 4 the Acting Principal and Deputy Principal along with all staff both Piranpa and Anangu reviewed the site improvement plan and developed a plan that supported student learning in the areas of Maths, Writing and Phonological awareness. The SIP moving forward reflects the direction for the school in creating a cycle of ongoing review of student learning, educator capacity building and community involvement.

We have a strong and dedicated team of Piranpa and Anangu Educators. The Child Family Centre (CFC) which encompasses the playgroup and the preschool is a vibrant hub of learning for children and their families. The Families as First Teachers (FaFT) program in the playgroup supports families to be an integral part of the early learning of babies through to 3 year olds and the preschool continues the learning journey with the connection to the 7 areas of Quality learning in the Early Years program. We have two teachers and two Anangu Educators in the CFC and support all Anangu Educators to access Certificate 4 in Child Development and the FaFT training.

The has site retained most of the existing staff. Teachers in Junior Secondary & Playgroup and a Coordinator of Personal learning will be new incoming staff for 2021. All ancillary staff and the current Deputy Principal will continue into 2021.

Governing council report

Meetings in 2020 occurred in Term 1 however it was decided that nominations for 2020 GC would be postponed until more members could attend. The council were maintained from 2019 due to the inability to gain a quorum to elect new members during the lockdowns attributed to COVID19.

The 2020 Governing Council members included; John Mungee (Chairperson), Ben Koko (Vice Chairperson), Leanne Cox (Secretary), Rosie Edwards (Treasurer), Julie Coleman (parent), Sandy Binell (parent), Dwayne Edwards (parent), Russell Bryant, Karen Cox (Finance) and Tony Roberts (Principal).

Major agenda items generally included;

- School Finances and Budgets
- Pupil Free Days
- Work Health Safety
- Preschool
- Enrolments
- Staffing
- School Culture
- Communication to families
- Ernabella dance
- Community events
- 2-Way Science

School quality improvement planning

Improvement goal one: Writing - the target was to Improve the skills of writing - 75% of students in year 5,7 & 9 achieve Australian Benchmark in the written task of the 2019 Naplan. That 80% of year 3 students achieve Australian benchmark

What have we learned?
We were unable to evaluate data from 2019 Naplan or collect data from 2020 Naplan and identified our reliance on Naplan as a tool for measuring growth.

What are our next steps?
We have revised our challenge of practice, target and success criteria moving into 2021. We will focus on providing staff with more training and development and use the LEAP levels to moderate student writing samples to provide a cycle of ongoing review to inform planning for individual student needs.

Improvement goal two: Phonological awareness - the target was that 100% of students can master all areas of the PASM test.

What have we learned?
The use of the Heggerty program in the JP has demonstrated 100% growth for year 2 students however improvement was not evident across the site. We have identified PASM1 and PASM2 as the best current assessment tool for our site. A more explicit approach to both planning and teaching to align more with the Site Improvement Plan will support growth across the whole site.

What are our next steps?
Celebrate achievements with staff in professional learning time. Develop the action to incorporate explicit Big6 focussed teaching into all literacy blocks. Enact and monitor the SIP action plan for 2021 to continue to improve Phonological Awareness for all students.

Improvement goal three: Maths
The goal was for 75% of students in year 5,7 & 9 achieve benchmark in the Numeracy task of the 2019 Naplan. That 80% of year 3 students achieve Australian benchmark.

What have we learned?
We were unable to evaluate data from 2019 Naplan or collect data from 2020 Naplan and identified our reliance on Naplan as a tool for measuring growth.

What are our next steps?
Adopt the culturally responsive approach to teaching Maths (Learning Through Doing). Don't rely on standardised testing to identify growth and engagement in student learning. Professional development for staff in recording data and planning for next steps in teaching & learning to support student growth in all areas of Maths.Enact and monitor the SIP action plan for 2021 to continue to improve Numeracy skill acquisition for all students.

Preschool improvement planning - review and evaluate

2020 was a strong start for the preschool with 17 children attending in Term 1. The goal of the PQIP is Developing children that are proud and competent communicators and learners in both Anangu and Piranpa Ways. The actions identified the need to upskill all educators with the knowledge and understanding of how children develop to be competent communicators. Staff access to off site training was limited this year however teams meetings facilitated by the Anangu Lands Partnership Early Years Coordinator enabled staff to connect across the partnership and engage in collegial conversations around Early Years teaching and learning.

Staff regularly attended staff meetings on site facilitated by the Preschool coordinator and review their own jobs and responsibilities. These meetings also saw rigorous discussions around timetables, routines, roles, challenges, successes, behaviour management, policies, children's learning needs, planning for learning on Country and personal development plans.

The JP and preschool teacher worked closely together to support smooth transitions; this included the JP class coming to visit the preschool every week for shared learning and the preschool attending school assembly. The playgroup and preschool teachers also discussed transition to preschool from playgroup and involve families in this process. A formal transition policy is in development and will be completed in 2021. In 2020 the site continued using the SeeSaw platform to document, assess and share learning with families. During lockdown families were able to access the learning on the school facebook page with the preschool Coordinator regularly posting engaging lessons with the focus on reading to the pre-schoolers who were not able to be on site.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.
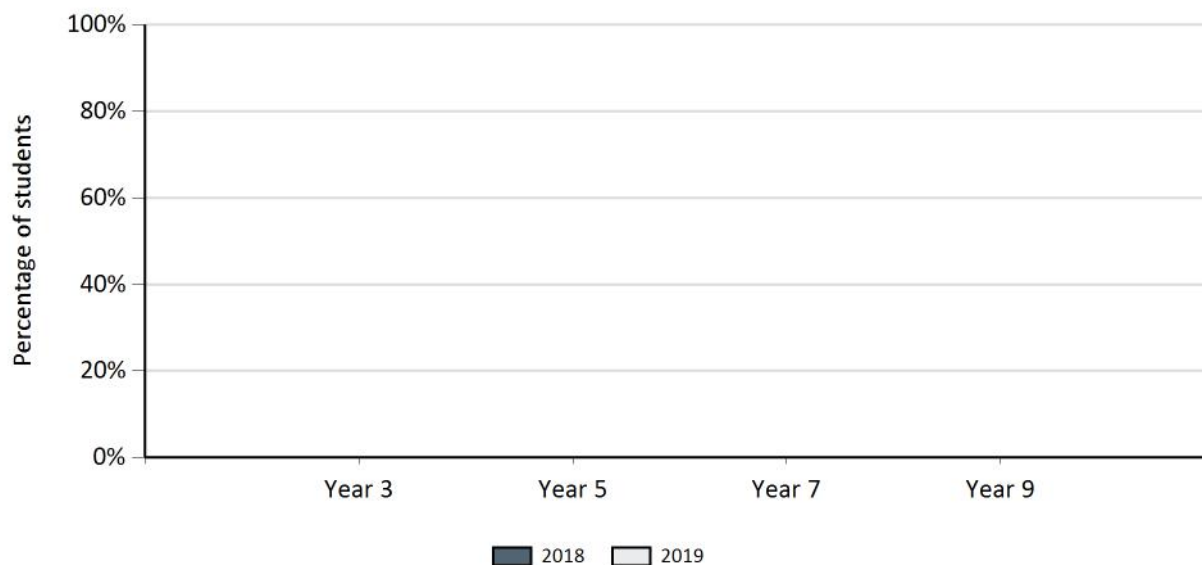
Reading
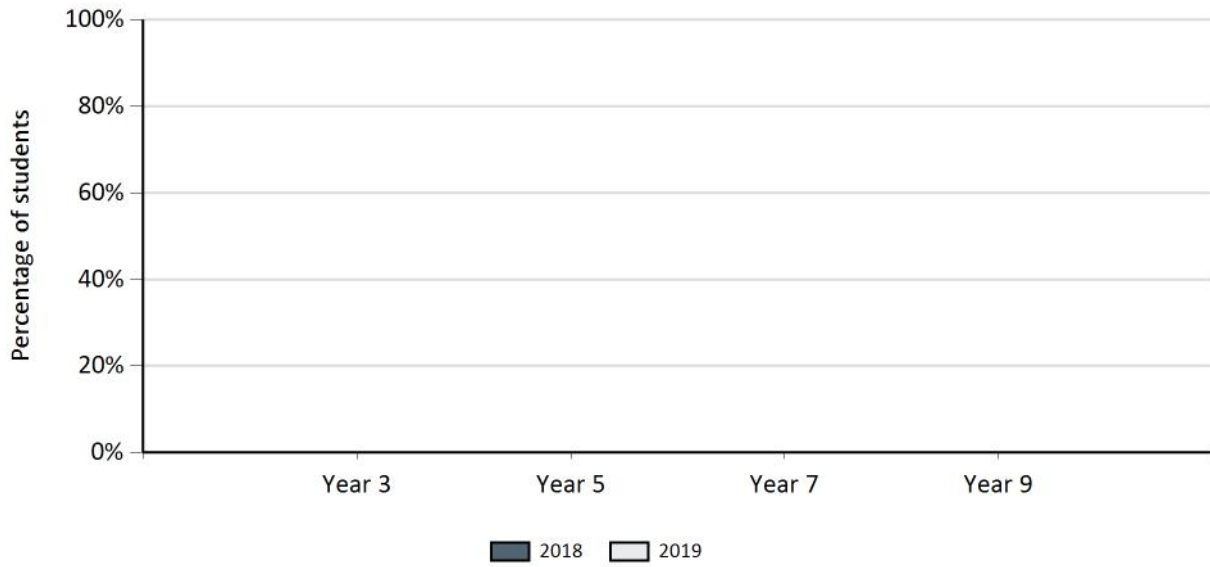
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	25%
Middle progress group	*	*	*	50%
Lower progress group	*	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	25%
Middle progress group	*	*	*	50%
Lower progress group	*	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	*	*	*	*	*	*
Year 3 2017-2019 Average	6.3	6.3	0.0	0.0	0%	0%
Year 5 2019	10	10	0	0	0%	0%
Year 5 2017-2019 Average	7.7	7.7	0.0	0.0	0%	0%
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	*	*	*	*	*	*
Year 9 2019	*	*	*	*	*	*
Year 9 2017-2019 Average	9.0	9.0	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

School performance comment

The focus for staff at Yalata Anangu School is supporting all students to improve in their writing skills, improve phonological awareness skills and improve general ability in Maths.

In 2020 we have seen students writing more and an increase in confidence in writing. Students are more engaged in writing and there has been more consistency in literacy blocks. Teachers use literacy checklists and have high expectations of their students. We have revisited our challenges of practice, target and success criteria of our SIP. Moving forward we will focus on staff development in the use of LEAP levelling to moderate student writing samples and collect and analyse data termly to inform planning of next steps for individual student needs.

We implemented the use of Heggerty program in the JP class and have seen a 100% growth in student achievement in the year 2 cohort. We have recognised that phonological awareness needs to be taught across the site targeting specific students from Foundation to Secondary. We utilise the SeeSaw app to collect evidence of learning, align this to the Australian Curriculum achievement standards and plan next steps for student learning based on evidence of growth. Moving forward we will provide educators with professional development in PASM1 & PASM2 and introduce a consistent approach to teaching phonics across the site.

Using Naplan data to ascertain student progress has been problematic as we were unable to analyse 2019 data and did not conduct the Naplan testing in 2020 due to COVID restrictions. In 2020 we adopted a new maths approach that is culturally relevant and engaging pedagogy for our students. Learning through doing is an approach to teaching maths that provides students with the opportunity to have hands on learning and builds on their knowledge incrementally. Action moving forward is to focus on the implementation of LTD assessment to monitor and track student achievement and to replace Naplan data to determine student achievement and inform teacher practice.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	48.4%	38.5%	27.1%	31.3%
2018 centre	93.3%	44.7%	20.0%	52.5%
2019 centre	78.4%	66.1%	66.4%	72.1%
2020 centre	56.7%	N/A	58.9%	14%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2017	2018	2019	2020
Reception	53.0%	66.3%	79.4%	46.9%
Year 1	75.2%	56.1%	77.6%	65.9%
Year 2	71.8%	66.1%	47.1%	66.9%
Year 3	79.1%	70.8%	58.0%	72.8%
Year 4	80.4%	74.7%	86.6%	40.1%
Year 5	75.0%	75.5%	76.1%	47.7%
Year 6	74.2%	64.9%	76.9%	46.6%
Year 7	66.9%	65.2%	78.1%	55.6%
Year 8	66.0%	48.8%	60.5%	12.1%
Year 9	78.0%	51.3%	40.3%	32.0%
Year 10	57.4%	56.5%	45.1%	44.6%
Year 11	75.7%	48.8%	49.1%	46.1%
Year 12	84.6%	68.8%	35.1%	11.9%
Secondary Other	N/A	60.0%	66.0%	N/A
Total	72.6%	62.7%	62.6%	47.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance was strong in Term 1 with 17 children enrolled and attending. Attendance fluctuated across the year due to community leaving community periodically during the year. The year concluded with 14 children attending the preschool. Playgroup numbers have continued to grow and the FafT program and community involvement has contributed to this.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	8	13	12	8
2018	6	9	9	12
2019	15	14	15	18
2020	17	N/A	7	14

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Preschool enrolment comment

Attendance was strong in Term 1 with 17 children enrolled and attending. Attendance fluctuated across the year due to community leaving community periodically during the year. The year concluded with 14 children attending the preschool. Playgroup numbers have continued to grow and the FafT program and community involvement has contributed to this.

Behaviour support comment

Analyse of EDSAS data indicates that a majority of incidents relate to bullying/teasing both in the yard and the classroom. In 2019 a new behaviour management policy was developed and is now being implemented in classrooms. Staff have received professional development in 10 essential skills of classroom management (10ESCM) which supports educators to provide an environment for students that allows them to learn strategies in managing their own behaviour and engaging in a positive manner with their learning.
Moving into 2021 The Rock and Water program will be implemented across R-12 by the Health/PE teacher and through the KS:CPC curriculum in each class. Staff and students will re-visit the school values with the purpose of embedding them into all areas across the school. Berry Street Education training for all staff to support resilience in students will commence and be implemented across the site by the end of 2022.

Client opinion summary

There was no formal DfE client opinion survey taken in 2020, however a site based survey was developed that was contextually and culturally relevant to engage opinion from families regarding

o Communication between teachers/school and families
o Respect of each other (students and staff)
o Community expectations in learning for their children
o Importance of school and post school pathways
o Engagement in school by students and families

The majority of responses were positive regarding the respect and expectations of children and their learning. Families were strong in their responses to ensuring children attend school and are provided with opportunities to progress to meaningful post school pathways. Communication with the school was positive however some responses indicated the need for more communication between the school and families with regard to how their children are progressing with their school work. This will be addressed in 2021 with opportunities created for more community involvement, assemblies conducted termly in community and staff communicating more regularly with families through the One Plan and parent/ teacher meetings.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
999 - Yalata Anangu School	100.0%	100.0%	93.3%	100.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	1	3.8%
Interstate/Overseas	4	15.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	7.7%
Transfer to SA Govt School	13	50.0%
Unknown	6	23.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Destination comment

The majority of Yalata students remain in Yalata community and attend Yalata Anangu School. 2 children transitioned from the preschool this year. Students move from school when completing year 12 to post school opportunities

Relevant history screening

All staff including teachers, Anangu Educators and ancillary staff are trained in Responding to abuse and Neglect and have the relevant DCSI criminal history check.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	10
Post Graduate Qualifications	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	8.0	2.4	4.4
Persons	0	8	6	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	$2,907,052
Grants: Commonwealth	$127,812
Parent Contributions	$0
Fund Raising	$320
Other	$73

Data Source: Education Department School Administration System (EDSAS).

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Purchase of wellbeing resources. Considerable resource acquisition to improve staff access to best practice resources. Training and development of staff in 10ESCM. Classroom profiling for all staff to support engagement.	Significant reduction in behaviour incidents. Staff building capacity
	Improved outcomes for students with an additional language or dialect	All students are EAL/D therefore funding supported with employing AEs for each classroom. Small group work. Staff PD from support services to support understanding of EAL/D pedagogies and One Plans.	Progress toward differentiating for individual students and One Plan development
	Inclusive Education Support Program	N/A	N/A
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Considerable resource acquisition to improve student access to best practice. Training and development of staff in Words Their Way, Learning Through Doing (Maths), Little Learners Love Literacy. Travel expenses for alternative pathways for students. 2-Way Science professional development for staff. Access for all Anangu Educators to FaFT training and Certificate 4 in Children Services. Employment of AEs in language and culture program.	Progress toward building capacity in staff in literacy and numeracy curriculum and pedagogy Progress toward embedding 2-Way Science across the site
Program funding for all students	Australian Curriculum	Australian Curriculum professional development School wide targeted programs in 2-Way Science, Little Learners Love Literacy, Words Their Way, Learning Through Doing maths.	Improved student engagement and access to the curriculum
Other discretionary funding	Aboriginal languages programs Initiatives	Supporting the 2-Way Science program Engaging Anangu staff in the Language and Culture program All students access a minimum of one dedicated language lesson per week in a dedicated classroom space	Strong first language program and increased student engagement
	Better schools funding	N/A	N/A
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Social dramatic play resources (language) Photocopier - printing resources and photos (sharing/reflecting on the learning) Outdoor learning - numeracy concepts, vocab, problem solving Cultural resources - promotes language, identity, belonging, attendance	Children's language and social skills development. Belong resources promotes attendance and engagement in the preschool program.
Improved ECD and parenting outcomes (children's centres only)	Playgroup cooking programs, learning on country, literacy/books. Fulltime teacher and AE	Families developed an understanding of the importance of healthy eating, learning through play and engaging with literacy/numeracy
Inclusive Education Support Program	Providing an environment rich in learning opportunities to support child development and curiosity	Community members being involved with playgroup/preschool engaging in hygiene and healthy living practices.
Improved outcomes for non-English speaking children who received bilingual support	Site funding for Pitjantjatjara language course for Piranpa Employment and training of Anangu Educators On country learning supported by families and Elders of the community to share cultural knowledge and ways of being	Children songs in language, children understanding and being understood better, AEs translating for children, speaking language

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.